

The College of Health and Human Services

Plan for Success: 2008-2013



'Educating for the Health and Well-being of the Central Valley'

College of Health and Human Services

Draft Plan for Success: 2008-2013

Introduction

The College of Health and Human Services Plan for Success 2008-2013 was developed through a planned process of stakeholder meetings and consultation with faculty and staff during the 2006-2007 academic year. This plan supports, complements and extends the Campus Plan for Excellence III and the Provost's Academic Plan. It should be viewed as a dynamic and evolving document that will serve as a marker for future initiatives and activities within the college.

This plan represents a shared commitment by college leadership, faculty, and staff to embrace and support student success across all academic departments through nationally accredited academic programs. Further, this plan seeks to address areas of both common interests and common concerns. As a dynamic and evolving entity, the college is moving ahead while keeping shared governance and a partnership approach to change and adaptation. Recognizing the dynamic and evolving qualities of the college, this plan is designed to reflect those qualities.

Since 2002, the economic environment has been one marked by a slow increase in resources ending with the 2007-08 academic year. As the 2008-09 year unfolds, the instability of state funding, itself a reflection of a significant downturn in the national economy, has triggered reductions in state support to the CSU. The college has been a leader in innovative approaches to and support for research and scholarly writing, the probationary plan process, staff development, and other areas. The college will continue to adapt and innovate in times of resource reduction keeping service to students as its primary focus.

Faculty and staff continue to enjoy a collegial atmosphere. However, uneasiness has emerged due to the uncertainty with the state, national and international financial environment. Equity and fairness in dealing with reductions will be a key task in responding to this challenge.

Mission

The primary mission of the College of Health and Human Services is to provide a professionally oriented education at the undergraduate level and to provide graduate programs in specialized disciplines that serve the needs of students and the emerging needs of residents and health and human service providers in the Central California region. The college's laboratories, centers and institutes, working with faculty in each academic program, address issues of bridging health policy, nursing, social services, children, and obesity as well as other challenges facing all segments of the population across the region. The fundamental process linking all programs within the college is professional collaboration based on a common vision and a commitment to service.

Key Factors Affecting the College

Internal

- Managed incremental growth in student enrollment
- Shared goal of ensuring student success
- Campus vision of regional engagement
- Exceptional working relationships across campus
- Continuing faculty concerns regarding increased workload

External

- Uncertain economy at regional, state and national levels
- Unknown future for funding healthcare
- Need to address issues of poverty, disease and access to health care across the region
- Reduction in candidates seeking teaching positions
- Accelerating shift to technology-based instruction and learning

Other Relevant Factors

Stability of Leadership

Dr. John Welty has served as president of California State University, Fresno since 1991. Over that time, the campus has enjoyed a period of impressive growth and status as a primary force powering the New California. Over this same time, academic affairs has greatly benefited from inspired leadership from several provosts including our current leader, Dr. Jeri Echeverria, who have greatly enhanced the position of all academic schools and colleges. Since establishment in 1981, the college has enjoyed the stability and consistency of having just two deans; Dean Richard Ford (1981-1995) and Dean Benjamin Cuellar (1995-present). Although changes and challenges have affected the college over this period, the vision and commitment of college leadership has resulted in the development of a place where good work is recognized, students learn and succeed in their chosen professions and communities in the region have benefited from the efforts of academic programs as well as the college's centers and institutes.

Student Demographics

The diversity of the college, university and region continues to expand to reflect the evolving demographics of the western states. While the academic programs within the college have done well in serving a changing student population, the arrival of increasing numbers of first generation college students poses additional challenges. Among those is the added dimension of students transitioning into a university environment where they are exposed to a very broad view of society and related experiences that many may be ill equipped to deal with.

Partnerships and Regional Leadership

The college has continued to nurture regional partnerships while working to identify and establish new initiatives that provide students with expanded professional and research opportunities to address critical issues of health, wellness, obesity, asthma, air quality, the built environment, access to health care and poverty. These efforts have made a major contribution towards recognition of the campus as an engaged university by the Carnegie Foundation.

Addressing the Public Image of the College

The academic programs, centers and institutes within the college are recognized as centers of excellence by campus leaders, regional partners and statewide entities including The California Endowment and health and human service offices at the state level. Despite this recognition, the college is less well-known than most others on campus. Reasons for this may include a conscious effort by college leadership to play the role of provider and facilitator as a reflection of the philosophy of the helping professions that make up the college. The diversity of programs within the college adds to a perception that the college is made up of several less related academic programs rather than a more unified appearance of say, agriculture, education or business.

Equity, Fairness and Access as Guiding Principles

Since the college was created in 1981, the overriding principle of management has been leading to ensure that equity and fairness was apparent in all decisions ranging from resource allocation to student affairs. Under the leadership of Dean Benjamin Cuellar, the college has thrived by working from these principles. Further, the college has supported access to academic programs by students from all backgrounds and abilities. The college will begin its next five year plan using these concepts as a foundation for success.

Challenging Process to Develop Gifts and Endowments

Gifts and donations to the college have risen at a steady pace over the past few years. Through the efforts of the dean, associate dean, selected faculty, the college director of development and leadership and staff of the various centers and institutes, new resources have added basic support and needed flexibility for college initiatives. As noted earlier, the college lacks the recognition or branding needed to move these efforts to higher levels. Further, the lack of tracking of graduates has left most programs without an audience to address regarding both accomplishments and new initiatives that require additional support.

Focused Success in Generating Grants and Contracts

Through the efforts of the dean, associate dean, faculty and staff, the college has benefited from a very good track record of developing funded grants and contracts. Of special note are the efforts on behalf of the Silent Garden Endowed Chair, Central Valley Health Policy Institute, the Central California Center for Excellence in Nursing, the Central California Regional Obesity Prevention Project, the Social Work Education Research and Training Center, and the Central California Center for Health and Human Services.

Methodology

Faculty, Staff and administrators in the college met in several focus groups during the spring 2006 semester and discussed both strengths and challenges facing the college. The comments obtained from these groups were collected and categorized by Dr. Jackie Ryle, the process facilitator.

The information received from the focus group process was reviewed and arranged across ten primary goals. These goals were then reviewed for alignment with the goals as presented in the campus Plan for Excellence III: 2006-2011 and the Academic Plan as developed by the Provost and Vice President for Academic Affairs. Then, related areas of interest and concern identified from the focus group process were arranged under the appropriate goal area. These alignments were reviewed by the dean and associate dean prior to presentation for the semester long review and comment process beginning August 18, 2008. The plan will be presented to the College Faculty Assembly at the January meeting for review and subsequent approval.

The Plan

Goal One: Student Success

Student success is the primary goal of our college and university. Residents and communities in the Central California region continue to face serious issues within the health and human service environment that will require continuing generations of well-prepared health and human service professionals. Students must be engaged in academic programs that promote content mastery, collaboration, leadership and civic engagement.

Strategies:

Recruit, retain and graduate highly qualified students for future roles as health and human service professionals

Promote and support an active learning environment

Support and enhance an engaged and diverse learning community

Continue to learn from program review, accreditation, and other reviews to enhance academic programs

Evaluate all programs and services and revise as necessary

Enhance and support quality graduate programs

Promote service learning and civic engagement

Promote and expand opportunities for international experiences

Review and enhance services to students through the College Student Services Center including tutorial services, online support network or similar program

Support and enhance work with the Division of Student Affairs

Support student clubs and organizations

Goal Two: Communication and Collaboration

The college has evolved and thrived through effective communication and collaboration. To remain visible and relevant in the community and region, the college must extend its voice in support of wider collaboration with communities, agencies, alumni, and supporters throughout the Central Valley.

Strategies:

Develop and support marketing plans for each academic program and the college

Continue to improve web design, content and effectiveness for the college, departments, Centers and institutes, and specialized areas

Develop and maintain regular communications at the academic program level with students, alumni and supporters through the most appropriate means

Provide/sponsor community building events

Support collaboration among faculty/departments/other schools/colleges and across the region, state, nation and world

Goal Three: Faculty and Staff Development/Recruitment and Retention

Organizations, including the college, succeed through the efforts of people. In support of our primary role of educating students, appropriate opportunities for training, professional development, personal development, community building and recognition are essential to success.

Strategies:

Support faculty and staff development through annual allocation

Explore how faculty service activities can be better identified and acknowledged in the RTP process and how the college can provide support for faculty in this area

Strengthen professional development for faculty that results in enhanced teaching such as active learning, experiential and service learning, collaborative learning and effective use of technology in the classroom and across the curriculum

Support use of mentors for staff and faculty in areas including orientation to new assignments, teaching, scholarship and service

Promote and support intermediate and advanced training

Continue to support and enhance sense of community

Provide appropriate recognition for exceptional performance

Goal Four: Faculty Research, Scholarship and Service

Progress to support increased faculty research, scholarly work and service has been modest, at best. While faculty workload is a key factor, continued training and peer-based support is viewed as essential to progress in this important area of academic work. The college remains committed to practice-based research that focuses on health and human service challenges in the region.

Strategies:

Enhance support for research, scholarship and service by faculty and students

Enhance collaboration among faculty, departments, students and centers and institutes

Support faculty to increase success in gaining acceptance of submitted articles in peer reviewed journals

Expand number and percentage of faculty members gaining increased recognition for scholarly productivity

Review alternatives for workload relief to enhance support of research and scholarship

Goal Five: Celebrating and Enhancing Diversity

“Diverse” is commonly used to describe the Central Valley. While centered in this rich cultural environment, the campus and college must continue to ensure that middle and high school students consider the value of a university education. In fact, departments and programs are enhanced by the active presence of a diverse student body. Given a diverse student body, the membership of our faculty and staff should reflect the rich diversity of our region.

Strategies:

Support an atmosphere of inclusiveness and actively facilitate a diverse student body in each academic program in the college

Invest in faculty and staff recruitment and hiring processes that ensure a diverse pool of applicants for all positions within the college

Provide/sponsor training opportunities and events that enhance diversity at all levels

Ensure that all informational materials, web sites, communications and similar vehicles are reviewed for content that supports and celebrates diversity

Ensure that the faculty develop and present a curriculum that educates to serve a diverse campus community

Goal Six: Global and International Education and Research

Opportunities to experience other cultures and countries should be included in each academic program. Students and faculty who may not have the opportunity to travel abroad would benefit through interacting with visitors even for a brief period of time. Students would especially benefit from study/travel abroad programs in their discipline.

Strategies:

Develop department, college, campus, and other resources to establish and support at least one international travel/study experience for students in each academic program in the college

Support work of college international education subcommittee and academic departments to work with appropriate campus offices to send students and faculty abroad

Support efforts to expand global perspective through curriculum, training, research and travel

Utilize web-based technology whenever possible to provide or enhance international experiences

Goal Seven: Environmental Health, Safety and Facilities

The condition of our buildings, classrooms and offices reflects our pride in our academic programs, college and campus. Further, a clean and safe working environment should be considered as a minimum standard for any work place. Faculty, staff, students and administrators should advocate for healthy food choices, opportunities for fitness and personal development and a clean and green environment.

Strategies:

Support efforts for healthy food and activity choices

Advocate for cleaner restrooms, offices, classrooms and buildings/grounds

Ensure physical environment is inspected for health and safety

Enhance recycling, lighting, transportation and resource use to maximize green initiatives

Advocate for the enhancement of facilities including buildings and grounds

Goal Eight: Technology

The college has demonstrated a commitment to provide appropriate technology and support for office, classroom, research and communications environments. Student capabilities in accessing and using technology have surpassed, for the most part, the capabilities of faculty and staff. The college is committed to provide training and assistance as needed to bridge this gap as well as invest in classroom and office technology while enhancing service support.

Strategies:

Continue to support well-trained and responsive technical support staff

Continue to support enhanced technology in instruction, classrooms and offices

Ensure that appropriate technology is available to students, faculty and staff

Continue to develop and enhance research/teaching infrastructure of college

Support policies and programs utilizing the principles of universal design

Goal Nine: Resource Development

The tradition of full state support for instructional support ended long ago. To keep pace with the increasing demands of instructional and innovation costs, a strong and vital program to develop donor-based gifts as well as grants and contracts remains essential to the growth and vitality of the college. A vigorous program to enhance partnerships and collaboration coupled with training and practice will best serve this effort.

Strategies:

Enhance efforts to develop endowments, gifts and other support for instruction at all levels

Develop an advancement plan for every academic program as well as laboratories, centers and institutes and actively pursue funding support for each one

Support voluntary participation by faculty and staff in development training and activities

Increase grant and contract activity and raise indirect recovery percentage

Goal Ten: Regional Engagement and Leadership Development
(See institute/center strategic plans for additional content)

As a premier engaged university, campus leadership has committed focus and resources to ensure that our academic programs invest in the goals and aspirations of families and communities in Central California. The college, through its academic programs and centers and institutes, is at the forefront of these efforts. Central to expanding the 'reach' of our academic programs is a concurrent commitment to developing leaders in the community and among our faculty and staff.

Strategies:

Continue to develop and support regional partnerships that enhance instruction, research, recruitment and retention and diversity

Expand support for leadership development for students, faculty and staff

Support and expand efforts to enhance well-being of residents in the region

Support, enhance and recognize service and civic-engagement by students
faculty and staff

Support enhancement of the number and quality of field placement and clinical sites for
students

Review, Implementation and Monitoring

The draft plan will be presented at the spring 2009 college assembly. Comments on the plan will be received through October 10, 2008. All comments and proposed amendments will be reviewed by the Strategic Planning Committee with a final draft completed by October 31, 2008. The plan will be forwarded to the Provost and Vice President for Academic Affairs on November 3, 2008.

When final approval is received, it is expected that the plan will be fully implemented for the spring 2009 semester. At that time, strategies included under each of the ten goals will be reviewed and preliminary assignments of responsibility for each will be developed. As goals are implemented, additional detail on steps and process will be added where needed. Elements of the plan will be reviewed by the college Executive committee during each semester. The chair of the Executive Committee will report on accomplishments and challenges during the fall assembly of each academic year through 2013.

Last Amended: January 12, 2009